

VISUAL AND PERFORMING ARTS

The visual and performing arts are an essential part of every child's education. Engagement in the visual and performing arts deepens students' overall knowledge and skills, as well as their social and emotional development. Research shows that students involved in the visual and performing arts are more successful in school, more involved in their communities and perform better on standardized tests.

The National Standards For Arts Education include separate standards for dance, music, theater, and visual arts. In 1997, the National Assessment of Educational Progress (NAEP) Arts assessment was developed with separate assessments in these disciplines. These four visual and performing arts disciplines are uniquely different from each other in literacy as well as creation and performance. The Visual and Performing Arts segment of the Maine *Learning Results* includes four separate strands (dance, music, theater and visual arts) for Standards A and B. Standards C, D, and E are representative of skills and knowledge of all four disciplines of the Visual and Performing Arts. This format best represents both the unique and common aspects of the visual and performing arts.

These Visual and Performing Arts Standards outline a comprehensive pathway for every high school graduate to exhibit proficiency in one or more of the Visual and Performing Arts disciplines (dance, music, theater, visual arts). The key to success is local commitment to the Visual and Performing Arts. The differences in staffing, scheduling, and resources vary from district to district. A shift in the perceived value of a Visual and Performing Arts education might be required in order to implement a comprehensive Visual and Performing Arts education curriculum that meets the needs of every student. Connecting the Visual and Performing Arts with other content areas of the curriculum improves teaching and learning.

This document guides school districts to develop comprehensive and sequential standards-based Visual and Performing Arts curricula for student learning. The use of these standards may assist in the improvement of instruction, generally, and impact student learning, not only in the Visual and Performing Arts but in other content areas, as well.

Standards A & B - The Visual and Performing Arts segment of the Maine *Learning Results* includes four separate strands (dance, music, theater and visual arts) for Standards A and B. The purpose of these separate strands is to individually outline the essential components for the creation of instruction and curriculum in each of the disciplines of the visual and performing arts. This guidance honors the unique literacy and expression content of each of the four disciplines. The decision about the breadth of the programming in the visual and performing arts resides with the school administrative units.

OUTLINE OF VISUAL AND PERFORMING ARTS STANDARDS AND PERFORMANCE INDICATORS

A. Disciplinary Literacy

Dance: Terminology, Space, Time, Energy, Locomotor and Non-Locomotor Movement, Compositional Forms

Music: Music Difficulty, Notation and Terminology, Observe, Listen and Describe

Theater: Terminology, Production

Visual Arts: Artist's Purpose, Elements of Art and Principles of Design, Media, Tools, Techniques and Processes

B. Creation, Performance, and Expression

Dance: Communication, Sequencing, Solving Challenges, Technical Aspects

Music: Style/Genre, Composition

Theater: Movement, Character, Improvisation

Visual Arts: Media Skills, Composition Skills, Making Meaning, Exhibition

C. Creative Problem Solving

1. Application of Creative Process

D. Aesthetics and Criticism

1. Aesthetics and Criticism

E. Relationships Among the Arts, History and World Culture; and Make Connections Among the Arts and Other Disciplines, Daily Life, Goal Setting, and Interpersonal Interaction

1. The Arts and History and World Cultures

2. The Arts and Other Disciplines

3. Goal Setting

4. Impact of the Arts on Lifestyle and Career

5. Interpersonal Skills

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A. Disciplinary Literacy - Dance: Students show literacy in the discipline through understanding or demonstration of concepts, skills, terminology, and processes.

	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6-8 <i>PERFORMANCE INDICATORS</i>	9-Diploma <i>PERFORMANCE INDICATORS</i>
A1 Terminology	<p>Students identify <i>space, time,</i> and <i>energy</i> concepts.</p> <ul style="list-style-type: none"> a. <i>Space</i> – level, direction, personal (self) space, wide, narrow; stretched, curled and twisted shape. b. <i>Time</i> – steady beat and fast/slow. c. <i>Energy</i>– hard/soft, light/strong, resting/moving. 	<p>Students identify and describe the dance concepts of <i>time, space, energy,</i> and <i>composition form.</i></p> <ul style="list-style-type: none"> a. <i>Space</i> – pathway straight, curved, zig-zag, spiral; positive and negative space. b. <i>Time</i> – steady beat, tempo changes. c. <i>Energy</i> – sustained/abrupt. d. <i>Composition form</i> – patterns. e. <i>Style/tradition</i> – specific dances students learn from different cultures and/or their own. 	<p>Students identify and describe the dance terms of <i>time, composition,</i> and <i>style/tradition.</i></p> <ul style="list-style-type: none"> a. <i>Time</i> – complex meters. b. <i>Composition</i> – phrasing. c. <i>Style/tradition</i> – specific dances students learn from different cultures and/or their own. d. <i>Energy</i> - bound/free, tension/relaxation, indirect/direct. 	<p>Students identify and describe the dance terms of <i>composition, intention, narrative, dynamics, motif,</i> and <i>variation.</i></p>
A2 Space	<p>Students demonstrate <i>space</i> concepts.</p> <ul style="list-style-type: none"> a. High/low. b. Forward/backward. c. Near/far. d. Wide/narrow, stretched, curled, twisted shapes. 	<p>Students use <i>space</i> concepts to solve movement challenges.</p> <ul style="list-style-type: none"> a. Pathway–straight, curved, zig-zag, spiral. b. Positive and negative space. 	<p>Students apply <i>space</i> concepts in a repeatable movement phrase.</p>	<p>Students apply <i>space</i> concepts in an original repeatable, choreographed piece.</p>

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	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6-8 <i>PERFORMANCE INDICATORS</i>	9-Diploma <i>PERFORMANCE INDICATORS</i>
A3 Time	Students replicate tempo change using body movement.	Students identify and replicate a steady beat in varied tempos using body movement.	Students move to complex rhythm patterns and syncopation.	Students identify and move to rhythms of various <i>genres</i> .
A4 Energy	Students recognize and demonstrate the energy qualities of hard/soft, light/strong, and resting/moving movements.	Students recognize and demonstrate the energy qualities of sustained and abrupt movements.	Students explain and incorporate energy qualities of bound/free, tension/relaxation, indirect/direct movements.	Students incorporate energy qualities into a choreographed piece as a solo, small group, or ensemble.
A5 Locomotor and Non-Locomotor Movement	<p>Students demonstrate <i>locomotor</i> and <i>non-locomotor</i> skills.</p> <ul style="list-style-type: none"> a. Tell the difference between a <i>locomotor</i> and <i>non-locomotor/axial</i> skill. b. Demonstrate <i>locomotor</i> patterns using change in direction, level, and pathway. c. Demonstrate <i>non-locomotor</i> skills. 	<p>Students demonstrate expressive combinations of <i>locomotor</i> and <i>non-locomotor</i> skills.</p> <ul style="list-style-type: none"> a. Demonstrate combinations of <i>locomotor</i> patterns, with changes in direction, level, and path. b. Demonstrate a combination of <i>locomotor</i> and/or <i>axial skills</i> into a pattern that may change direction, level, energy, or pathway. (L) c. Demonstrate combinations of <i>non-locomotor</i> skills. 	Students integrate technical skills of <i>skeletal alignment</i> , strength, agility, and coordination.	Students integrate technical skills of <i>skeletal alignment</i> , <i>body-part isolation</i> , strength, flexibility, agility, and coordination.

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A6 Compositional Forms	Students replicate, with a partner, the dance <i>composition forms</i> of copying, mirroring, leading, and following.	Students replicate <i>dance movement</i> .	Students replicate <i>dance phrase</i> .	Students replicate dance <i>composition forms</i> and themes, including <i>narrative, canon, call and response, ab, aba, rondo, retrograde, palindrome, and theme and variation</i> .

A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstration of concepts, skills, terminology, and processes.

	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6-8 <i>PERFORMANCE INDICATORS</i>	9-Diploma <i>PERFORMANCE INDICATORS</i>
A1 Music Difficulty	Students accurately perform short musical pieces, both instrumentally and vocally, as part of a group while modeling proper posture and <i>technique</i> , alone and with others.	Students accurately perform music in easy keys, <i>meters</i> , and rhythms with limited ranges, both instrumentally and vocally, while modeling proper posture and <i>technique</i> , alone or with others.	Students accurately perform music that includes changes of tempo, key, and <i>meter</i> in modest ranges with moderate technical demands modeling proper posture and <i>technique</i> alone or with others.	Students perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various <i>meters</i> and rhythms in a variety of keys while modeling proper posture and <i>technique</i> alone or with others.

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A2 Notation and Terminology	<p>Students identify and read musical notation, symbols, and terminology of <i>dynamics</i>.</p> <ul style="list-style-type: none"> a. Read whole and half notes in 4/4 meter signatures. b. Identify symbols and traditional terms referring to <i>dynamics</i>. 	<p>Students identify and read musical notation, symbols, and terminology of <i>dynamics</i>.</p> <ul style="list-style-type: none"> a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. b. Identify symbols and traditional terms referring to <i>dynamics</i>, tempo, and articulation. 	<p>Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.</p> <ul style="list-style-type: none"> a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures b. Read simple melodies in both the treble and bass clefs c. Apply notation symbols for pitch, rhythm, <i>dynamics</i>, tempo, articulation, and expression 	<p>Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden <i>dynamic</i> contrasts.</p>
A3 Observe, Listen, and Describe	<p>Students listen to and identify qualities/elements of music including loud/soft, fast/slow, high/low, <i>meter</i>, and long/short, steady beat/strong beat, and simple <i>form</i>.</p>	<p>Students listen to and describe simple examples of music qualities/elements including pitch, rhythm, tempo, <i>dynamics</i>, <i>form</i>, <i>timbre</i>, <i>meter</i>, phrases, style, harmony major, and minor.</p>	<p>Students listen to and compare qualities/elements of music, including pitch, rhythm, tempo, <i>dynamics</i>, <i>form</i>, <i>timbre</i>, texture, harmony, style, and <i>compound meter</i>.</p>	<p>Students listen to, analyze, and evaluate music using their understanding of <i>compound meter</i>, pitch, rhythm, tempo, <i>dynamics</i>, <i>form</i>, <i>timbre</i>, texture, harmony, and style.</p>

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A. Disciplinary Literacy – Theater: Students show literacy in the art discipline by understanding and demonstration of concepts, skills, terminology, and processes.

	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6-8 <i>PERFORMANCE INDICATORS</i>	9-Diploma <i>PERFORMANCE INDICATORS</i>
A1 Terminology	Students identify who, what, where, when, and why in a dramatic performance they have participated in or seen.	Students describe theater terms including <i>stage directions</i> , rehearsal, plot, gesture, director, motivation, conflict, improvisation, and <i>blocking</i> .	Students identify and explain theater terms and concepts including <i>stage business</i> , ad-libbing, conflict, action/reaction, focus, and <i>stage directions</i> .	Students identify and define the <i>parts of the stage</i> , and identify and describe the crisis, resolution, and theme of the play.
A2 Production	Students select or make props, costumes, set pieces, and/or puppets and practice using them appropriately.	Students select and make props, costumes, set pieces, and/or puppets and present a rehearsed scene.	Students participate in the presentation of a performance from pre-show through <i>strike</i> . <ul style="list-style-type: none"> a. Identify and explain the roles of production staff. b. Design and select props, costumes and stage pieces, and use them appropriately and safely. c. Build scenic elements to fit production design. d. Experiment with lighting sound, and costume in scene development. e. Direct or stage manage a scene. f. Describe basic technical needs for a theater production, including lights, sound, props, and costumes. 	Students fulfill at least one technical role from pre-show through <i>strike</i> . <ul style="list-style-type: none"> a. Apply technical knowledge and skills to collaboratively and safely create and use theater props, costumes, and stage pieces. b. Direct or stage-manage a scene or full production. c. Develop specific light and sound cues and use them in scene development. d. Participate in the audition process.

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A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstration of concepts, skills, terminology, and processes.

	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6-8 <i>PERFORMANCE INDICATORS</i>	9-Diploma <i>PERFORMANCE INDICATORS</i>
A1 Artist's Purpose	Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.	Students explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.	Students explain and compare different purposes of artists and their artwork, in the context of time and place.	Students research and explain how art and artists reflect and shape their time and culture.
A2 Elements of Art and Principles of Design	Students identify features of <i>composition</i> . a. <i>Elements of Art</i> : line, space, shape, color, texture, form, and value. b. <i>Principles of Design</i> : pattern and balance.	Students describe features of <i>composition</i> . a. <i>Elements of Art</i> : line, space, shape, color, texture, form, and value. b. <i>Principles of Design</i> : balance, pattern, emphasis, unity, movement, and proportion.	Students compare features of <i>composition</i> both within an art work and among art works. a. <i>Elements of Art</i> : line, space, shape, color, texture, form, and value. b. <i>Principles of Design</i> : balance, pattern, emphasis, unity, movement, proportion, and rhythm.	Students evaluate all the features of <i>composition</i> . a. <i>Elements of Art</i> : line, space, shape, color, texture, form, and value. b. <i>Principles of Design</i> : balance, pattern, emphasis, unity, movement, proportion, and rhythm.
A3 Media, Tools, Techniques, and Processes	Students name art <i>media</i> and associated <i>tools</i> , for multiple <i>art forms</i> and <i>genres</i> .	Students describe a variety of <i>media</i> and associated <i>tools</i> , <i>techniques</i> , and <i>processes</i> for multiple <i>art forms</i> and <i>genres</i> .	Students explain the effects of <i>media</i> and their associated <i>tools</i> , <i>techniques</i> , and <i>processes</i> using <i>elements</i> , <i>principles</i> and expressive qualities in <i>art forms</i> and <i>genres</i> .	Students compare the effects of <i>media</i> and their associated <i>tools</i> , <i>techniques</i> , and <i>processes</i> using <i>elements</i> , <i>principles</i> and expressive qualities in <i>art forms</i> and <i>genres</i> .

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B. Creation, Performance, and Expression – Dance: Students create, perform, and express ideas through the art discipline.

	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6-8 <i>PERFORMANCE INDICATORS</i>	9-Diploma <i>PERFORMANCE INDICATORS</i>
B1 Communication	No performance indicator. Although no performance indicators are stated students are expected to have instructional experiences that help them to express themselves through movement.	Students use movement to express a basic idea and share it with their peers.	Students use movement to express and communicate, a story, a piece of music, an artwork, or an emotion.	Students create an original piece of choreography using the elements of dance. a. Improvise new movements. b. Manipulate learned movements.
B2 Sequencing	Students develop a short dance sequence with a beginning, middle, and end.	Students develop a <i>dance phrase</i> with a beginning, middle, and end, accurately repeating it, and then varying it.	Students create and develop dance sequences. a. Create and develop dance sequences based on personal ideas or <i>concepts</i> from other sources. b. Accurately reproduce a more complex or pre-existing choreographed movement sequence as a solo or in a small group.	Students create both solo and ensemble dance works accurately producing an original or pre-existing complex movement sequence with <i>rhythmic acuity</i> .
B3 Solving Challenges	Students experiment with a variety of <i>movement challenges</i> alone or in a group.	Students solve <i>movement challenges</i> involving one or more movement <i>concepts</i> alone or with a partner.	Students use improvisation to discover and invent movement sequences and solve <i>movement challenges</i> .	Students solve, with a group, increasingly complex <i>movement challenges</i> involving several dance concepts.
B4 Technical	Students identify and select props or costumes to	Students select props or costumes to enhance a <i>dance</i>	Students identify how light, costume, or sound changes the	Students explain or include specific decisions about

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Aspects	enhance a short dance sequence.	<i>phrase.</i>	effects of a dance sequence.	costumes, lights and sound in a piece of choreography.
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B. Creation, Performance, and Expression – Music: Students create, perform and express through the art discipline.

	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6-8 <i>PERFORMANCE INDICATORS</i>	9-Diploma <i>PERFORMANCE INDICATORS</i>
B1 Style/Genre	Students create or perform music of various styles and <i>genres</i> by applying grade span appropriate knowledge and skills as referenced in Music Standard A.	Students create or perform music of various styles and <i>genres</i> by applying grade span appropriate knowledge and skills as referenced in Music Standard A.	Students accurately perform music of various styles and <i>genres</i> by applying grade span appropriate knowledge and skills as referenced in Music Standard A.	Students accurately perform music of various styles and <i>genres</i> by applying grade span appropriate knowledge and skills as referenced in Music Standard A.
B2 Composition	Students use grade span appropriate standard or non-standard <i>notation</i> as referenced in Music Standard A.	Students create their own <i>compositions</i> by applying grade span appropriate standard <i>notation</i> as referenced in Music Standard A.	Students compare musical ideas expressed in their own <i>compositions</i> or the <i>compositions</i> of others.	Students analyze and evaluate musical ideas expressed in their own <i>compositions</i> or the <i>compositions</i> of others.

B. Creation, Performance, and Expression - Theater: Students create, perform and express through the art discipline.

	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6-8 <i>PERFORMANCE INDICATORS</i>	9-Diploma <i>PERFORMANCE INDICATORS</i>
B1 Movement	Students develop movement skills by participating in show and tell, skits, puppet shows, and/or theater games.	Students demonstrate <i>blocking</i> in a play.	Students incorporate gesture and <i>stage business</i> into portrayal of a role.	No performance indicator.
B2 Character	Students demonstrate a character by participating in puppet shows, skits, and/or	Students demonstrate the ideas, moods, emotions, and/or feelings of a character, with	Students demonstrate development of a character's attitude and point of view by	Students demonstrate development of a character's attitude and point of view using

	theater games.	script and improvisation based on fictional/non-fictional stories and project voice using proper posture and breathing techniques.	adjusting voice tone/level and timing and using <i>non-verbal techniques</i> .	<i>physicality</i> and voice tone and level, and timing to communicate ideas, moods, and feelings.
B3 Improvisation	Students improvise with characters, setting, and plot using grade appropriate theater games.	Students improvise with characters, setting, plot, motivation, voice, and <i>body part isolations</i> , using grade appropriate theater games.	Students improvise with <i>blocking</i> , relationships, and technical effects building on previous knowledge and skills using grade appropriate theater games.	Students build on previous knowledge and skills to improvise in grade appropriate theater games and during performance if necessary to address an unforeseen circumstance in a production.

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art form.

	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6-8 <i>PERFORMANCE INDICATORS</i>	9-Diploma <i>PERFORMANCE INDICATORS</i>
B1 Media Skills	Students use basic <i>media, tools</i> and <i>techniques</i> to create original art works.	Students use a variety of <i>media, tools, techniques</i> , and <i>processes</i> to create original art works.	Students choose suitable <i>media, tools, techniques</i> , and <i>processes</i> to create original art works.	Students choose multiple suitable <i>media, tools, techniques</i> , and <i>processes</i> to create a variety of original art works.
B2 Composition Skills	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works.	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works including paintings, 3D objects, drawings from imaginary and real life, and a variety of other <i>media</i> and visual <i>art forms</i> .	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works that demonstrate different styles in paintings, 3D objects, drawings from imaginary and real life, and a variety of other <i>media</i> and visual <i>art forms</i> .	Students use <i>Elements of Art</i> and <i>Principles of Design</i> to create original art works that demonstrate development of personal style in a variety of <i>media</i> and visual <i>art forms</i> .

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<p>B3 Making Meaning</p>	<p>Students create art works that communicate ideas and feelings and demonstrate skill in the use of <i>media, tools, techniques, and processes.</i></p>	<p>Students create art works that communicate ideas, feelings, and meanings and demonstrate skill in the use of <i>media, tools, techniques, and processes.</i></p>	<p>Students create art works that communicate an individual point of view.</p> <ul style="list-style-type: none"> a. Demonstrate skills in the use of <i>media, tools, techniques, and processes.</i> b. Demonstrate knowledge of visual art concepts. c. Communicate a variety of ideas, feelings, and meanings. 	<p>Students create a body of original art work.</p> <ul style="list-style-type: none"> a. Demonstrates sophisticated use of <i>media, tools, techniques, and processes.</i> b. Demonstrates knowledge of visual art concepts. c. Communicates a variety of ideas, feelings, and meanings.
<p>B4 Exhibition</p>	<p>Students prepare art works for display.</p>	<p>Students prepare art works for display in the classroom, school, or public location.</p>	<p>Students choose and prepare art works for display in the classroom, school, or public location, and articulate an artistic justification for their selection.</p>	<p>Students choose, prepare, and help with exhibiting their works in the classroom, school, or public location, and articulate an artistic justification for their selection.</p>

C. Creative Problem Solving: Students approach artistic problem solving using multiple solutions and the creative process.

	<p align="center">PK-2 <i>PERFORMANCE INDICATORS</i></p>	<p align="center">3-5 <i>PERFORMANCE INDICATORS</i></p>	<p align="center">6-8 <i>PERFORMANCE INDICATORS</i></p>	<p align="center">9-Diploma <i>PERFORMANCE INDICATORS</i></p>
<p>C1 Application of Creative Process</p>	<p>Students identify and demonstrate <i>creative problem solving</i> skills.</p> <ul style="list-style-type: none"> a. Students improvise to solve problems in the performing arts. b. Students imagine and 	<p>Students describe and apply steps of <i>creative problem solving.</i></p> <ul style="list-style-type: none"> a. Identify problem. b. Define problem. c. Generate a variety of solutions. 	<p>Students describe and apply creative-thinking skills that are part of the <i>creative problem solving</i> process.</p> <ul style="list-style-type: none"> a. <i>Fluency</i> b. <i>Flexibility</i> c. <i>Elaboration</i> 	<p>Students apply and analyze <i>creative problem solving</i> and creative-thinking skills to improve or vary their own work and/or the work of others.</p>

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	share several possible solutions to apply to challenges in creating art making.	d. Implement solutions. e. Evaluate solutions.	d. <i>Originality</i> e. <i>Analysis</i>	
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D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theater, and visual art).

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D1 Aesthetics and Criticism	<p>Students observe, listen to, describe and ask questions about <i>art forms</i>.</p> <p>a. Describe the <i>art form</i> by applying grade span appropriate arts <i>concepts</i>, terminology, skills and processes as referenced in Standard A.</p> <p>b. Ask questions about the <i>art form</i> to further understand how the <i>artist</i> created/performed the work of art.</p> <p>c. Students recognize a variety of purposes for making/performing art works, including telling a story, communicating emotions and ideas.</p>	<p>Students describe and compare <i>art forms</i>.</p> <p>a. Describe and compare arts <i>concepts</i>, terminology, skills and processes as referenced in Standard A.</p> <p>b. Ask questions about an <i>art form</i> to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of</p>	<p>Students compare and analyze <i>art forms</i>.</p> <p>a. Use <i>concepts</i>, vocabulary, skills, and processes as referenced in Standard A to compare and analyze the <i>art forms</i>.</p> <p>b. Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.</p> <p>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</p> <p>d. Explain and compare</p>	<p>Students analyze and evaluate <i>art forms</i>.</p> <p>a. Describe, analyze, interpret, and evaluate <i>art forms</i> using grade-span appropriate arts <i>concepts</i>, vocabulary, skills, and processes.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of <i>print and/or non-print sources</i>.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an educated judgment.</p>

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		beliefs.	different purposes of artists and art work in the context of time and place.	d. Research and explain how art and artists reflect and shape their time and culture.
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E. Students Understand the Relationship Among the Arts, History and World Culture; and Make Connections Among the Arts and Other Disciplines, Daily Life, Goal Setting, and Interpersonal Interaction.

	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6-8 <i>PERFORMANCE INDICATORS</i>	9-Diploma <i>PERFORMANCE INDICATORS</i>
E1 The Arts and History and World Cultures	Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.	Students explain that the visual/performing arts help people to understand history and/or world cultures.	Students compare products of the visual/performing arts to understand history and/or world cultures.	Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.
E2 The Arts and Other Disciplines	Students identify connections between and among the arts and other disciplines.	Students compare characteristics between and among the arts and other disciplines.	Students explain similar concepts across disciplines.	Students analyze similar concepts across disciplines.
E3 Goal Setting	Students identify choices and behaviors that lead to success in the arts.	Students identify and demonstrate choices and behaviors that will lead to success in the arts including <i>time management</i> , interpersonal interactions, skill development and goal setting.	Students make short- and long-term goals related to <i>time management</i> , interpersonal interactions or skill development that will lead to success in the arts.	Students make short- and long-term goals based on rigorous criteria and related to <i>time management</i> , interpersonal interactions or skill development that will lead to success in the arts.

	PK-2 <i>PERFORMANCE INDICATORS</i>	3-5 <i>PERFORMANCE INDICATORS</i>	6-8 <i>PERFORMANCE INDICATORS</i>	9-Diploma <i>PERFORMANCE INDICATORS</i>
E4 Impact of the Arts on Life-style and Career	<p>Students identify the arts in life experiences.</p> <ul style="list-style-type: none"> a. Identify the activities, role and careers of a visual or performing <i>artist</i>. b. Describe <i>common arts activities</i>. c. Describe the way the arts make them feel. 	<p>Students describe the contribution of the arts on lifestyle and career choices.</p> <ul style="list-style-type: none"> a. Identify the various roles of and requirements to become <i>artists</i>. b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time. 	<p>Students explain the impact of artistic and career choices on self, others, and the natural and <i>human-made environment</i>.</p>	<p>Students explain how their knowledge of the arts relates to <i>school-to-school, school-to-work</i>, and other career and life decisions including that the arts are a means of renewal and recreation.</p>
E5 Interpersonal Skills	<p>Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.</p> <ul style="list-style-type: none"> a. Getting along with others. b. Respecting differences. c. Working as a team/ensemble. d. Managing conflict e. Accepting/giving/using constructive feedback. f. Accepting responsibility for 	<p>Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</p> <ul style="list-style-type: none"> a. Getting along with others. b. Respecting differences. c. Working as a team/ensemble. d. Managing conflict e. Accepting/giving/using constructive feedback. f. Accepting 	<p>Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.</p> <ul style="list-style-type: none"> a. Getting along with others. b. Respecting differences. c. Working as a team/ensemble. d. Managing conflict. e. Accepting/giving/using constructive feedback. f. Accepting responsibility for 	<p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ul style="list-style-type: none"> a. Getting along with others. b. Respecting differences. c. Working as a team/ensemble. d. Managing conflict. e. Accepting/giving/using constructive feedback. f. Accepting

	<p>personal behavior.</p> <p>g. Demonstrating ethical behavior.</p> <p>h. Following established rules/etiquette for observing/listening to art.</p> <p>i. Demonstrating safe behavior.</p>	<p>responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior.</p> <p>h. Following established rules/etiquette for observing/listening to art.</p> <p>i. Demonstrating safe behavior.</p>	<p>personal behavior.</p> <p>g. Demonstrating ethical behavior.</p> <p>h. Following established rules/etiquette for observing/listening to art.</p> <p>i. Demonstrating safe behavior.</p>	<p>responsibility for personal behavior.</p> <p>g. Demonstrating ethical behavior.</p> <p>h. Following established rules/etiquette for observing/listening to art.</p> <p>i. Demonstrating safe behavior.</p>
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